Reports

Summary of Discrepancy Information

The document below is available in the program and displays a summary of the

information entered into the ESTIMATOR program. Summary of Discrepancy Information Consultation Date: 2/26/2005 Data Entered by: Mary Jones Student Name: Dianne Johnson School: Lakeside Elementary Date of Birth: 7/15/1996 Grade: 3 Aptitude/IQ Test: Wechsler Intelligence Scale for Children: Fourth Edition (WISC-IV, 2003) Scale: Full Scale Composite Score (FSIQ) Score: 103 Date of Examination: 9/2/2004 Age at Testing: 8:1 Examiner: Richard Smith Achievement Area: Basic Reading Skills Achievement Test: Woodcock-Johnson III Tests of Achievement (WJ III ACH, 2001)

Scale: Basic Reading Skills Standard Score

Score: 78 (SEM = 2.598)

93% Cutoff Score: 82

Lowest Possible Standard Score: 25

Date of Examination: 9/3/2004 Age at Testing: 8:1

Examiner: Denise Barber

Based on the test data entered, the school team can be 96 percent confident the difference between the student's expected and obtained achievement scores represents a severe discrepancy.

In order to qualify a student, the school team should be at least 93 percent confident there is a severe discrepancy between the student's expected achievement score and the obtained achievement score. Therefore, this student meets the severe discrepancy criteria for specific learning disabilities eligibility.

It is important to remember that the confidence listed above refers ONLY to DISCREPANCY. State and federal aw REQUIRES multidisciplinary assessment teams to consider other data before determining eligibility for LD placement. Those additional data are listed in the current edition of State Board of Education Special Education

The discrepancy formula contained in the Estimator program assumes the user is comparing one aptitude (IQ) test score with one achievement test score and that there is prior reason to believe the student is having difficulty in the achievement area. The program does not adjust for the increased probability of finding a severe discrepancy by hance when multiple comparisons are made. Users making multiple comparisons, for parent consultation or other purposes, are cautioned to consider these issues when interpreting reports generated by the Estimator program.

The ESTIMATOR program provides a number representing the percent confidence that the discrepancy between the student's aptitude (IQ) and achievement is severe enough for LD eligibility in UTAH. The document below is available in the program and gives additional explanation to its meaning.

Explanation of Percent Confidence

Consultation Date: 9/15/2004

Student Name: Dianne Johnson School: Lakeside Elementary

The purpose of the Estimator program is to assist school teams in determining if there is a severe discrepancy between a student's expected achievement score and the obtained achievement score. This and other data are used by school teams to determine eligibility for specific learning disabilities classification.

Given the statistical properties of the tests administered and an IQ score of 103, an achievement score of 102 would be expected. A cutoff score of 82 represents the point at which the school team can be 93 percent confident there is a severe discrepancy. A score at or below the cutoff score indicates a severe discrepancy.

The student's achievement score of 78 is lower than the cutoff score. The school team can be 96 percent confident the student's achievement is lower than expected